



Developing a Reform Plan: 2013 Priority Schools

Developmental Stages of Rapid School Improvement

Stage 1: Emotional Reactions

Stage 2: Managerial Responses

Stage 3: Voluntarism

Stage 4: Universalism

Stage 5: Internal Accountability





PRIORITY SCHOOL REQUIREMENTS

Priority School Requirements

All Schools

Superintendents Drop out
Challenge

Conduct a building/district
professional diagnostic
dialogue

Report to the board of
Education quarterly

Write a Reform/Redesign Plan

Title I Schools

Survey of Enacted Curriculum

Identify a school support team

Notify Families of priority
school designation

Set-aside (Title I) building and
district level funding

Today's Focus

All Schools

Superintendents Drop out Challenge

Conduct a building/district professional diagnostic dialogue

Report to the board of Education quarterly

Write a Reform/Redesign Plan

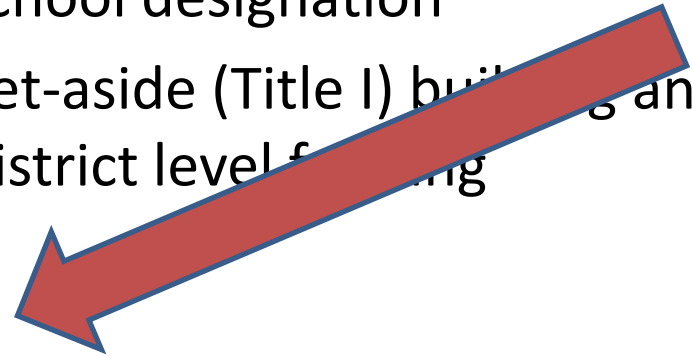
Title I Schools

Survey of Enacted Curriculum

Identify a school support team

Notify Families of priority school designation

Set-aside (Title I) building and district level funding





MODEL SELECTION AND GETTING READY

Steps to Writing the Plan

Plan Development Checklist

- Model Selection/Getting Ready
- Developing the Plan
- Drafting the plan
- Submitting the Plan
- Re-aligning resources
- Finalizing the R/R plan

Reform Models at a Glance

- First Step:
 - Choose one of 4 federally-approved models
 - Closure, Restart, Turnaround, Transformation
- Look over the Side-by-side comparison chart
- Discuss with a neighbor
 - Why might a district that is intent on rapid improvement choose one model over the other?

Reform/Redesign Models

	Key Characteristics
Transformation (65% last yr)	<ul style="list-style-type: none">• Principal must be replaced unless there is evidence of specific turnaround skills• Diagnostic data analysis leads to selection of an instructional program• Professional development, data use, schedules and funding to support the instructional program• Building is granted operational flexibility to make needed changes to implement plan
Turnaround (22% last yr)	<p>In addition,</p> <ul style="list-style-type: none">• 50% of staff must be replaced• New governance structures ensure increased oversight
Restart (11% last yr)	<ul style="list-style-type: none">• District closes a designated school and reopens it as a district-authorized Public School Academy, with a separate governing board.
Closure (2% last yr)	<ul style="list-style-type: none">• District closes the designated school and ensures that students are transferred to higher-performing schools.



DEVELOPING THE PLAN

Developing the Plan

Step #1: Use your Data

Aligns with the MDE's Theory of Action :

- Better diagnostic data coupled with professional dialogue will lead to customized interventions that change adult behaviors in ways that improve student achievement

Developing the Plan

Data Dialogues

Expectation is to conduct two types of professional data dialogues:

1. Building-level/root cause analysis
2. District-level/system self-assessment of readiness to support the building (ERS Resource Check/Due 2.28.2014)

Developing the Plan

Step #2

Develop **BIG IDEAS**

What are Big Ideas?

- Way to organize rapid improvement efforts
- Results of a thorough examination of multiple sources of data
- Describe areas of focus for the school
 - Instructional/Student achievement
 - Organizational/process
 - School climate and culture

What do we do with them?

Use Big Ideas to

- Provide coherence in R/R plan
- Align district & building efforts
- Use as guide to evaluate current and/or select more powerful initiatives



DRAFTING YOUR PLAN

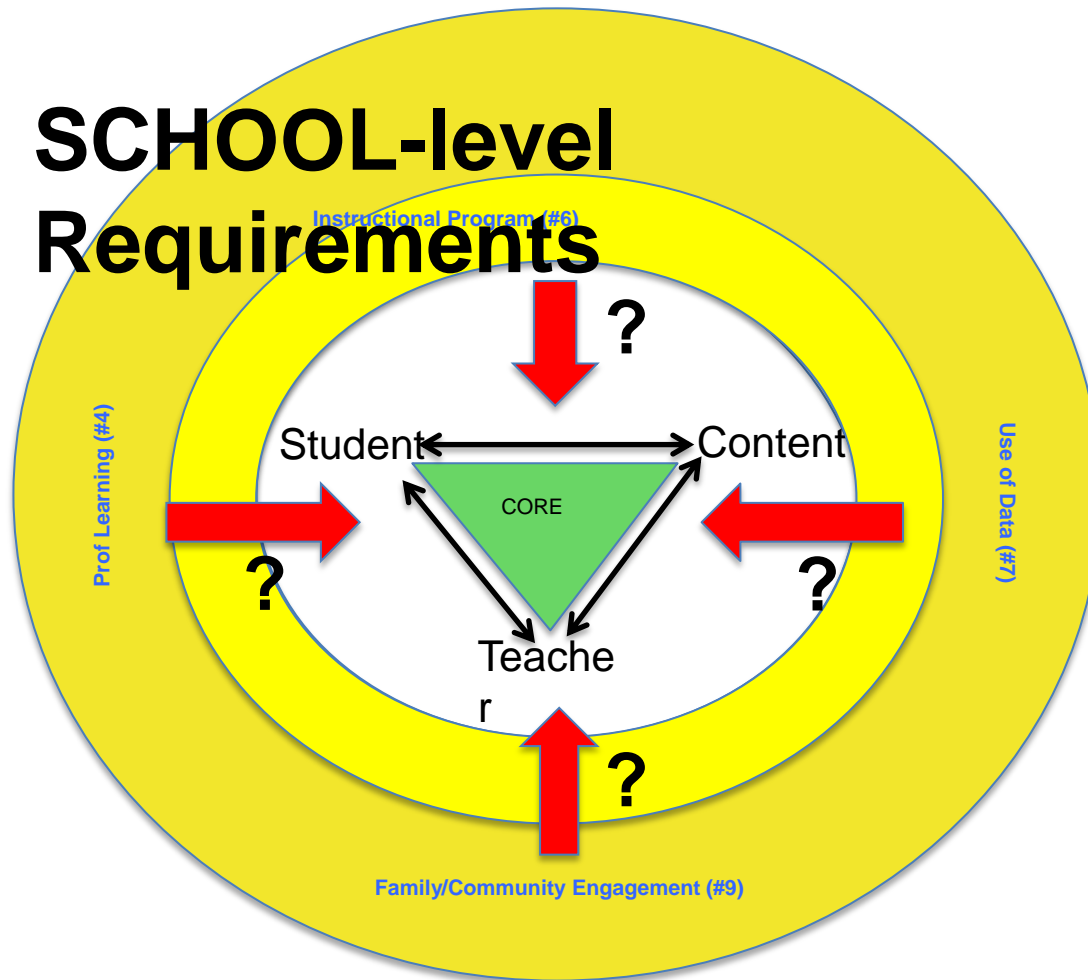
Where to Begin...

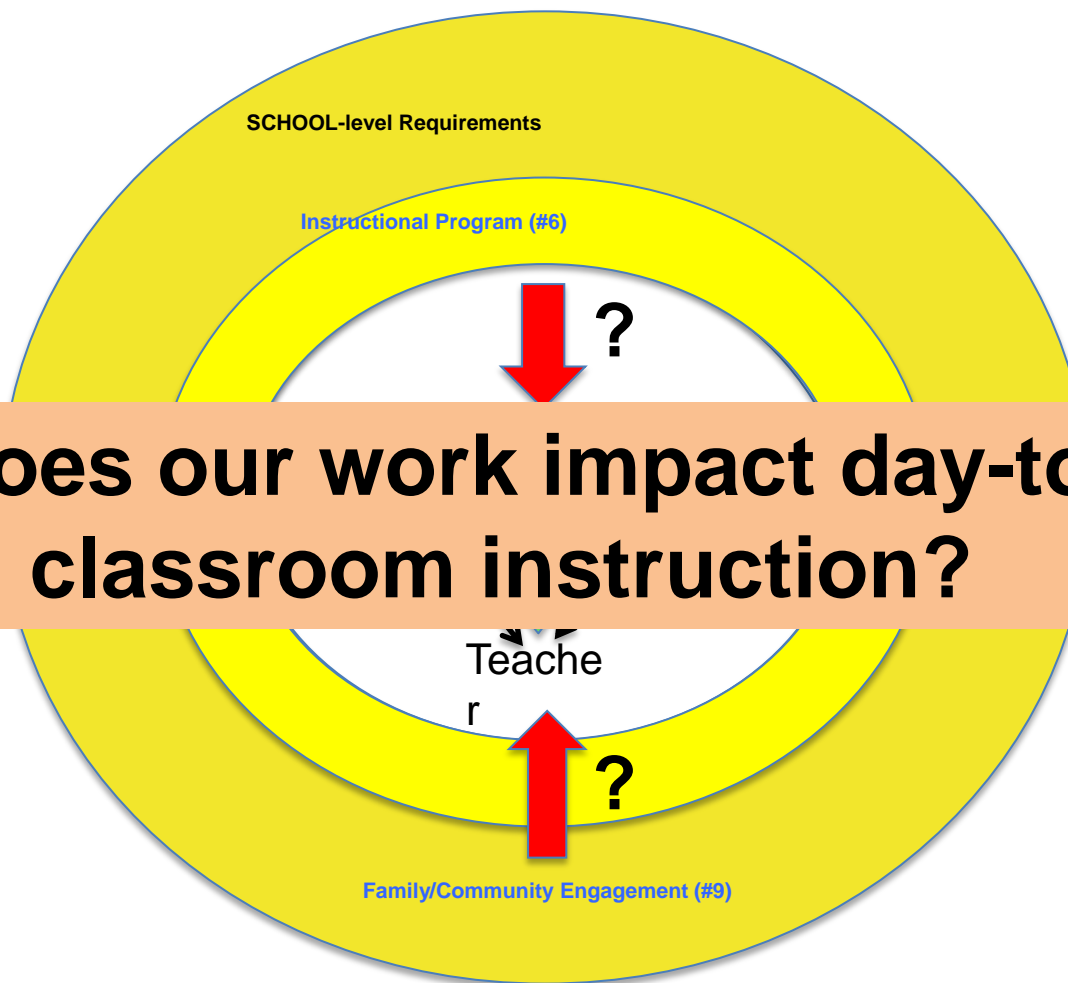
After looking at data and identifying the “BIG IDEAS”

- Develop the **Instructional program** (#6)

...because it will shape decisions about use of instructional time, professional learning, leadership support, and how to evaluate/reward educators.

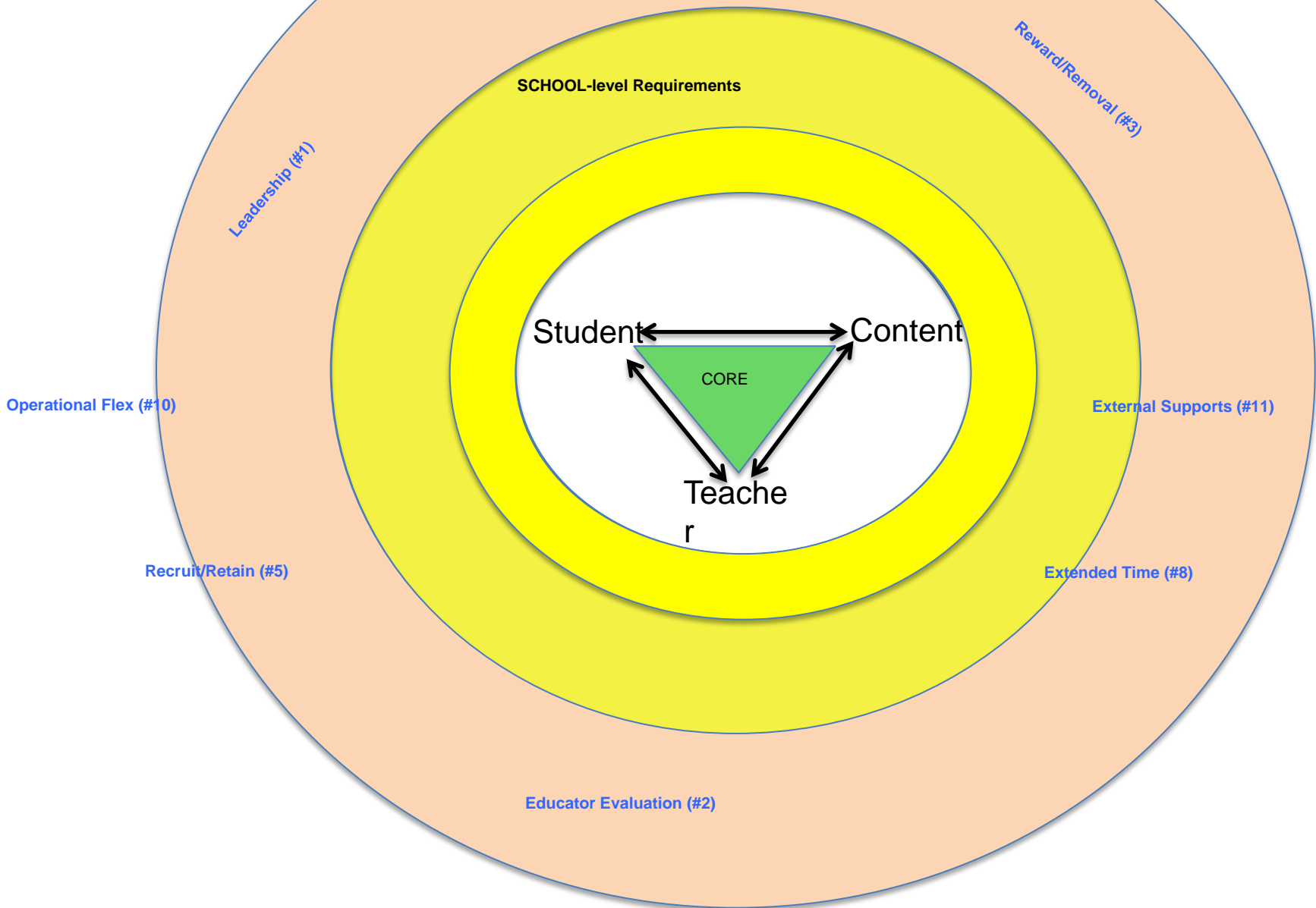
SCHOOL-level Requirements

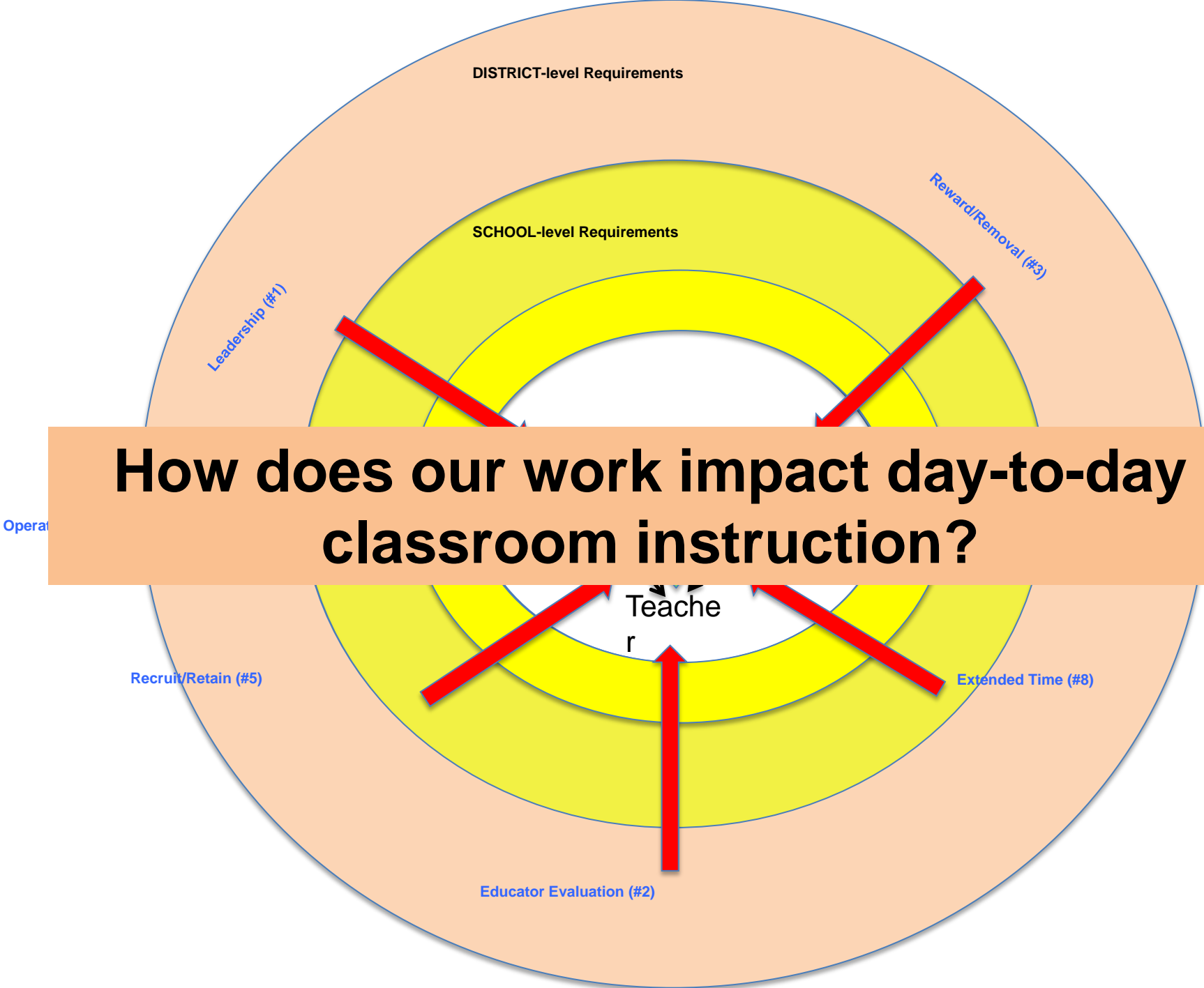




How does our work impact day-to-day classroom instruction?

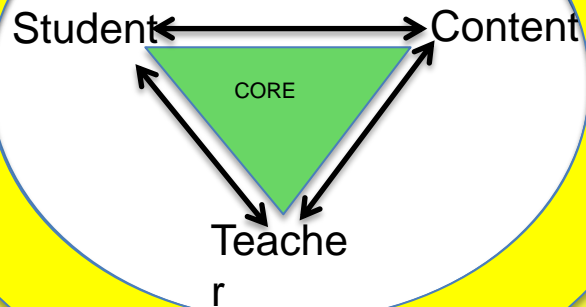
DISTRICT-level Requirements





DISTRICT-level Requirements

SCHOOL-level Requirements



Instructional Program (#6)

Requirements & Responsibilities (Transformation Model)

School level	District Level
#4-Professional Learning	#1-Principal replacement/increase leadership capacity
#6-Instructional Program	#2-Educator Evaluation
#7-Use of student data	#3-Reward/Removal Process
#9-Family/Community Engagement	#5-Recruitment, Assignment, Retention
#11-Technical Assistance and Support	#8-Increased Learning Time
	#10-Provide Operational Flexibility

ESEA Flexibility & SIG Guidance

- New flexibility is available this year
 - Principal replacement
 - Increased learning time
- Flexibility applies to schools that do **not** have Federal School Improvement Grants (SIG)
- MI anticipates a opportunity to compete for SIG III during the 2013-2014 school year
 - Successful grantees will need to amend their R/R plans to replace principals and add additional time to existing schedules

Tools for Drafting your Plan

Reviewer Rating Form

Reform Plan Templates (on SRO website)

Write to the Rubric

- Reviewer Rating Form
 - Describes each element that reviewers will look for in your response to a given req
 - Use this to organize your thinking and writing
 - You can score your own plan before submission

Tool Overview—see Handout

Explanation of Reviewer Rating Form

Reviewers submit one completed form for each plan they rate and bring to trio reconciliation meeting

TRANSFORMATION REQUIREMENT	INDICATORS AND KEY ELEMENTS	KEY TERMS/ DESCRIPTORS	REVIEWER COMMENTS
<p>The R/R requirement, per federal guidelines</p> <p>#6 Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.</p>	<p>Indicator 6A: PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM</p> <p>The school selected an instructional diagnostic process that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses multiple data sources to inform school designation <input type="checkbox"/> links the instructional program to data disaggregated by subject, grade and student performance <input type="checkbox"/> identifies and addresses causes of low student performance <input type="checkbox"/> describes a plan for improving instructional program <p>Requirement indicators</p> <p>Specific indicator elements related to the requirement X=Yes/Pass</p>	<p>“Underlying causes” are factors that explain why the school’s achievement is low enough to have placed it in the state’s bottom 5%. These causes must be:</p> <ol style="list-style-type: none"> 1) relevant 2) reflectively analyzed, and 3) widely practiced among groups, so as to credibly raise student achievement <p>Defines key indicator terms</p> <p>“Sequencing” means that not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 6A.1 Does not discuss data related to priority school designation <input type="checkbox"/> 6A.2 Insufficiently describes what data were analyzed in the service of selecting an instructional program <input type="checkbox"/> 6A.3 The process did not include the examination of multiple data types <input type="checkbox"/> 6A.4 Insufficiently describes the program and disaggregation <input type="checkbox"/> 6A.5 Inadequately describes the instructional program <input type="checkbox"/> 6A.6 Unclear priority <input type="checkbox"/> 6A.7 Insufficiently describes the designation <input type="checkbox"/> 6A.8 Other: _____ <p>Reviewer Advice: _____</p> <p>Reasons for NOT marking Yes (“X”) for indicator element (at least one must be checked if any element is unchecked)</p> <p>Reason for NOT marking Yes (“X”) not included in above. Use sparingly</p>
	<p>Indicator 6B: QUALITIES OF INSTRUCTIONAL PROGRAM</p> <p>The school’s instructional program (see key terms):</p> <ul style="list-style-type: none"> <input type="checkbox"/> reflects at least one big idea <input type="checkbox"/> includes specific teaching and learning strategies for building-wide implementation (see key terms) <input type="checkbox"/> aligns with career & college ready standards <input type="checkbox"/> is based on research (see key terms) <input type="checkbox"/> identifies timelines, resources and staff responsible <input type="checkbox"/> aligned from grade to grade 	<p>An “instructional program” is a set of materials and activities that address all of the components listed under 6B.</p> <p>“Teaching and learning strategies” should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)</p> <p>The “based on research” criteria is satisfied if a citation provided</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 6B.1 Insufficiently describes how the instructional program reflects at least one of the big ideas <input type="checkbox"/> 6B.2 Insufficiently describes what elements of the instructional program—i.e., specific teaching and learning strategies—will be implemented school-wide <input type="checkbox"/> 6B.3 Insufficiently describes the alignment with career and college readiness standards <input type="checkbox"/> 6B.4 Insufficiently describes the program (timeline, resources and staff responsible) <input type="checkbox"/> 6B.5 Insufficiently describes the program (timeline, resources and staff responsible) <input type="checkbox"/> 6B.6 Insufficiently describes the program (timeline, resources and staff responsible) <input type="checkbox"/> 6B.7 Instructional program is not aligned from grade to grade <input type="checkbox"/> 6B.8 Other: _____ <p>Reviewer Advice: _____</p> <p>Advice for strengthening the plan, beyond compliance, related to this specific indicator. MDE does not endorse specific vendors or strategies</p>

Getting to Know the Form

Activity:

- Practice using the Transformation Reviewer Rating to understand the level of detail the reviewers will look for
- Take a few minutes to read silently the draft requirement
- Use your Transformation checklist (req. 6) to score the draft response with your table/school

Answer Sheet

Indicator 6A: PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM

The school selected an instructional program through a diagnostic process that:

- ☒ uses multiple data sources to understand priority school designation
- ☒ links the instructional program to data disaggregated by subject, grade and subgroups
- ☒ identifies and prioritizes underlying causes of low student performance (see key terms)
- ☐ describes a three-year sequence (see key terms) for improving instruction in all content areas related to priority school designation

"Underlying causes" are factors that explain why the school's achievement is low enough to have placed it in the state's bottom 5% (see the data section of Part B: Teaching and Learning Priorities). These causes must be

- 1) relevant to classroom instruction,
- 2) reflective of the data that was analyzed, and
- 3) widely present across low-performing groups, so that changing them could credibly raise student achievement

"Sequencing" means that not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.

- ☐ 6A.1 Does not discuss how data related to **priority school designation** influenced the selection of an instructional program
- ☐ 6A.2 The process did not include the examination of **multiple data sources** that contributed to selecting an instructional program
- ☐ 6A.3 Insufficiently describes the relationship between the **instructional program and disaggregated data**
- ☐ 6A.4 Inadequately identifies what **causes of low student performance** the instructional program is designed to address
- ☒ 6A.5 Unclear **priorities and/or sequencing** for instructional improvement
- ☒ 6A.6 Insufficiently addresses **all content areas** related to priority school designation
- ☐ 6A.7 Other:

Reviewer Advice:

Answer Sheet

Indicator 6B: QUALITIES OF INSTRUCTIONAL PROGRAM

The school's instructional program (see key terms):

- ☒ reflects at least one big idea
- ☐ includes specific teaching and learning strategies for building-wide implementation (see key terms)
- ☒ aligns with career & college ready standards
- ☒ is based on research (see key terms)
- ☐ identifies timelines, resources and staff responsible
- ☒ aligned from grade to grade (see key terms)

An *"instructional program"* is a set of materials and activities that address all of the components listed under 6B.

"Teaching and learning strategies" should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)

The *"based on research" criteria is satisfied if a citation provided*

For an instructional program to be *"aligned from grade to grade,"* the plan should explain how content will be taught in a logical and consistent order from grade to grade.

☐ 6B.1 Insufficiently describes how the instructional program **of the big ideas**

☒ 6B.2 Insufficiently describes what elements of the instructional program **specific teaching and learning strategies—will be implemented**

☐ 6B.3 Insufficiently describes the **alignment with career and college ready standards**

☐ 6B.4 Insufficiently describes the **research base** for the instructional program

☒ 6B.5 Insufficiently describes the **details of implementing the instructional program** (timeline, resources and/or responsible staff)

☐ 6B.6 Insufficiently describes the **vertical alignment** of the instructional program

☐ 6B.7 Instructional program **inappropriate for school-wide implementation**

☐ 6B.8 Other:

Reviewer Advice:

Templates

- Word Templates on SRO Website
- See Handout with directions for getting to the SRO website



SUBMITTING YOUR PLAN

Submitting

WEBINAR: HOW TO SUBMIT YOUR REFORM PLAN TO ASSIST

Available 8.15.2013

Accesses it on the SRO Website—

[http://www.michigan.gov/mde/0,1607,7-140-6530_56811--
_,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_56811--_,00.html)

HANDOUT

Re-aligning resources

- MDE expects that all federal funds are targeted to support the needs of a Priority School
- Amendment period is 12/1/13-1/15/14



FINALIZING YOUR PLAN

SRO Timeline

- **August 26-** Priority Schools are placed under SRO supervision
- **October 8** – Reform/Redesign Draft Plan Due
- **October 28** – One-on-one Feedback on Plan
- **November 25** – Final R/R Plan Due
 - (must include required signatures)
- **December 20-**MDE notifies schools of approval or changes needed

Finalizing the R/R Plan

- Incorporate feedback from Oct 28th meeting
- Assurances signed by Superintendent, Board President, Union Representative
- MOU or Executed Addendum

Breakout Sessions

- Big Idea Session
- Select from the list of other breakouts on agenda
- Q&A-bring your questions